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ABSTRACT

A study was conducted in Great Britain to review the means by which teachers of Further and Higher Education (FE/HE) keep in touch with (1) developments in their course area; (2) experimentation and innovation in curriculum design; (3) alternative teaching approaches; (4) learning resources; and (5) other sources of professional information. Information on types of disseminated material, modes of dissemination, and the apparent effectiveness of dissemination was gathered through a mailed questionnaire to a cross section of staff in FE/HE institutions in England and Wales, with 1,000 usable responses received; and through a case study at a large technical college. Data gathered identified six major issues; namely, the constance of change, the design of messages, the distribution networks, the facilitation of message interpretation, and the need for a coordinating system. The study concluded that since curriculum change must now be regarded as the norm, a much more systematic approach to the processes of curriculum dissemination is necessary, rather than the informal, often employed, or non-existent "systems" now in place. (KC)

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Further Education Curriculum Review and Development Unit

PROJECT REPORT

LOUD AND CLEAR?

SUMMARY OF

a study of Curriculum Dissemination
in Further and Higher Education

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P.R.3 Summary

FURTHER EDUCATION CURRICULUM REVIEW AND DEVELOPMENT UNIT

PROJECT REPORT

Loud And Clear?

SUMMARY OF

a Study of Curriculum Dissemination
in Further and Higher Education

Commissioned by F.E.U. from: Michael Humphries
Michael McAllister
Derek Oliver
Peter Osborne

January 1980

Blackpool and Fylde College of
Further and Higher Education

The Further Education Curriculum Review and Development Unit (FEU) is an advisory, intelligence and development body for further education. It was established in 1977 by the Secretary of State for Education and Science to make possible a more coordinated and cohesive approach to curriculum development in FE by

(1) receiving the range of existing curricula and identifying overlap, duplication and deficiencies

(2) determining priorities for action to improve the total provision and suggesting ways in which improvement can be effected

(3) carrying out specific studies, helping with curricular experiements, and contribution to the evaluation of objectives, and

(4) disseminating information about the process of curriculum development in FE.

The publications in this series of Project Reports are intended to inform teachers and others and to stimulate professional discussion about matters of concern to the FE service. The views expressed are those of the authors and are not necessarily those of the Unit's Board of Management.

A limited number of extra copies of this report are available from the Further Education Curriculum Review and Development Unit, Room 5/81, Elizabeth House, 39 York Road, London SE1 7PH.

January 1980

Geoffrey Melling
Director

FOREWORD

It was with real pleasure and not a little pride that the research team undertook the work summarised in this Report. We were especially pleased that the FEU had awarded the contract to a team of serving teachers in the Further and Higher Education sector: a fact that serves to emphasize the role that can be played by staff in this sector in research and development. It would appear from our review of the literature that this is the first empirical study of this aspect of curriculum development that has been undertaken in the United Kingdom.

The response to our rather demanding questionnaires was much better than could have been anticipated, and there would appear to be two main reasons for this. Firstly, teachers in Further and Higher Education, although often presented with questionnaires, were very willing to be associated with this research because they clearly considered it to be important to them and to the development of this sector of education. Secondly, the structure and form of the questions had been devised by people who were from the system, and it would appear that this was recognised by the many colleagues who willingly co-operated in this research.

We are only too aware that this piece of work is merely a beginning, and we hope that this is recognised and that appropriate follow-up action is taken.

Although not everyone will wish to study the final Report, we do hope that many colleagues will take the time to read this summary, which we hope will be both interesting and stimulating.

This research report is dedicated to all its respondents

The research team is pleased to acknowledge the assistance and support provided by :

Local Education Authorities.
The Staff of the Polytechnics and Colleges in our sample.
Officers of the Technician Education Council, Business Education Council, Council for National Academic Awards, Staff of the Further Education Curriculum Review and Development Unit.

Special thanks are due to :

The staff of the Preston Polytechnic Computer Centre.
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Introduction

"We've been teaching this course for over 5 years and I've not seen a syllabus yet".

"Too much paper lands on my desk - too much to bother with - I've got teaching to do".

"We send our material off to every college on the lists; but goodness knows what happens to it when it gets there".

"We just don't have the resources to get this over properly".

"Staff development is just another fancy word - only paid lip-service in this college".

Statements such as these were frequently encountered by the compilers of this report. They reflect some of the everyday difficulties faced in curriculum dissemination some of which are discussed in the following pages.

What is curriculum dissemination? A simple definition is: "the means by which teachers keep (or are kept) in touch with developments affecting their work". At a time of rapid technological change affecting subject areas, and of significant changes in the educational provision, weaknesses in dissemination processes are of great concern.

Things go wrong at different points. The first two statements above came from lecturers (the intended receivers of curriculum 'messages'). Other criticisms made by them include difficulties in understanding some of the communications of validating bodies like TEC and BEC, lack of proper support in attending courses and conferences, and a general lack of supportive arrangements in helping them cope with change.

Those bodies like TEC, BEC, CGLI etc., who send out information also have their difficulties (some are reflected in the third and fourth statements above). Some such agencies/bodies feel that they are inadequately funded, or that they are not given the necessary support in the colleges.

Between such central bodies and lecturers at the chalkface are organisations which could help to "mediate" between them - to convey and interpret messages, to help "them" and "us" understand and support each other. The last of the five quotations which headed this introduction is a hit at staff development in a college. What do LEAs, RACs and the colleges in general do to help?

These issues are examined in this report which is the result of a detailed quantitative investigation of the whole process.

The first section of the report deals briefly with the terms of reference and methodology of the study. Sections 2-5 and 9 look at the "curriculum bodies" - who they are, what they are trying to do, with whom they are communicating and by which means. Sections 6, 7 and 8 look at lecturing staff - how much actually gets through to them and how valuable they perceive it to be. The concluding section reviews the situation and attempts to make positive suggestions for future improvements.

Each stage of the process has been investigated in the survey on which this report is based. In fact, everything treated in the following pages is covered more fully in a detailed report of the survey: "A study of Curriculum Dissemination in Further and Higher Education," [1] wherein detailed analysis and tabulation of the data can be found.

The research team at Blackpool and Fylde College hold questionnaire responses, computer files and other data which are capable of further detailed analyses and it is hoped that such further work will be carried forward in the near future.

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[1] 'Loud and Clear? a Study of Curriculum Dissemination in Further and Higher Education' - a limited number of copies of the full report are available from the Further Education Curriculum Review and Development Unit, Room 5/81, Elizabeth House, 39 York Road, London SE1 7PH.

SECTION 1

Terms Of Reference And Methodology

1.1 Terms of Reference and Methodology

This project was commissioned by the Further Education Curriculum Review and Development Unit (F.E.U.); it was "...required to support the Unit in its tasks by... surveying the dissemination of curriculum information in Further Education". In particular, it was required to "...conduct a brief survey of the present means by which F.E. teachers keep in touch with

- developments in their course areas
- experiment and innovation in curriculum design
- alternative teaching approaches
- learning resources
- other sources of professional information

" ...sample the views of groups of staff in a number of institutions to determine how they receive information of this kind.... take account of national means of dissemination (syllabuses and guidelines, journals and conferences etc.), regional networks (such as those based on RACs, REBs, colleges of education or polytechnic departments) and local measures (for example, advisers' working groups, ad hoc study teams and LEA newsletters").

Discussions with the Director of the Unit led to the identification of specific questions which should be addressed by the research - questions about the 'senders' and about the 'receivers' of curriculum information. These are reflected in the titles and themes of the succeeding sections of this report.

Information about the 'senders' was supplemented by correspondence with major national bodies and the RACs, and by interviews with officers of TEC, BEC and the CNAA.

The views of staff were sampled mainly via a postal questionnaire (see Appendix I). This was developed through various trial stages and eventually circulated to a cross section of staff in F.E./H.E. institutions in England and Wales (see Section 6 and Appendix II). The questionnaire was designed to explore colleagues' experiences of various means of dissemination, including their opinions of the usefulness or otherwise of these provisions. A follow-up letter was used to explore reasons for failure to return completed questionnaires.

Over 1000 completed unspoiled questionnaires were eventually returned. The questionnaire data was transferred to punch cards and stores on computer files. Programmes were written to access information, to provide an overview of the data and to permit investigation of selected 'bodies' from Section 5 of the questionnaire, as summarised in the later sections of this report. Further more detailed analysis of data from the files is anticipated.

To supplement questionnaire data with more local and specific meterial, a case-study was conducted in a large Technical College (not the team's own college). 22 staff from the questionnaire sample were interviewed together with the college principal, heads of department, course tutors and co-ordinators. Interviews were taped and later transcribed.

A further source of data was respondents' written comments on the final section of the questionnaire (p.13). These were collated, studied and stored.

Quotations from interviews and from questionnaire respondents' written comments appear in later sections of this report and in the detailed report of the survey.[1]

SECTION 2

Who Provides Information to Teachers in Further & Higher Education?

2.1 Introduction

Teachers in Further and Higher Education are the targets of many messages about a range of changes from a variety of sources. This healthy state of affairs is a natural consequence of the teachers' role in preparing students to play their part in an ever-changing world.

Who is providing teachers with information?

In designing the survey questionnaire (see Appendix I), the team assumed five general sources of information and the respondents in their answers to questions (see Questionnaire Section 4 and Section 5) about general and specific sources of information tended to confirm this view. The sources may be described as follows :

2.2 Central Curriculum Bodies

These Bodies such as the Technician Education Council, Business Education Council, Council for National Academic Awards, General Certificate of Education Examining Boards, etc. are sending messages about course administration, course description, course content and course implementation etc. (See Section 5 of the Questionnaire).

2.3 Professional Contacts

Messages when received have to be understood and teachers may come into contact with a range of 'professional contacts' who may help them to understand these messages and who may also send out messages of their own. Such bodies are Regional Advisory Councils, Colleges of Education (Technical), Unions and both formal and informal groups of colleagues within and without the teachers' own college.

(See Section 5 of Questionnaire)

2.4 Industry and Commerce

Teachers in Further and Higher Education may be seen to control the quality of some of the labour market and are therefore obviously in need of messages about changes in industrial/commercial techniques and their effect upon relevant student knowledge, skills and outlooks.

(See Sections 4, 5 & 8 & Body 05, 08 of the Questionnaire)

2.5 The Media

Television, radio and the technical and educational press recognise their responsibility for describing the world in which we live and for both preparing people to live in it and to modify it and the media transmit a plethora of messages about these issues. Teachers

are obviously potential consumers of this range of messages.

(See Section 3.11, and Section 4 of the Questionnaire)

2.6 Producers of Curriculum Materials

Individual teachers may well not have either the resources to create new ideas and/or the curricular materials which enable innovative ideas to be implemented in the classroom or laboratory. It is not therefore surprising that bodies such as the Schools Council, the Open University etc. not only produce such materials but also send out messages about their offerings.

(See Section 4 of the Questionnaire, Appendix I)

SECTION 3

What Types of Information?

3.1 Introduction

In undertaking this study, the research team had two advantages :

1) we ourselves have received and still do receive a wide range of messages;
2) as part of our normal work, as well as that arising from this research, we are able to discuss with colleagues (as colleagues as well as from the standpoint of research workers) the types of information we receive.

We therefore decided to carry out an analysis of incoming messages and to discuss this analysis with colleagues with a view to testing out its validity and application. The analysis was based on assembling a typical range of messages sent out by the five main sources of messages previously identified (Section 2, above).
Discussions took place alongside the pilot testing of the questionnaire and were continued during the case-study interviews. Both sources tended to confirm the appropriateness of the final form of the analysis (3.2 - 3.6, below).
Additionally (3.7, below) a possible classification of message types was devised.

3.2 From Central Curriculum Bodies:

Examples:

Technician Education Council - Policy statement, circulars, guidance notes, programme guidelines, standard units, newsletter, information sheets.

Business Education Council - Policy statements, circulars on assessment etc., course and module specifications, sample cross-modular assignments, definitions of terms, newsletter featuring college - based contributions.

3.3 From Industry and Commerce

Leaflets featuring both new products and the Trade Fairs where further technical information and demonstrations can be made available.
Details of conferences, training courses sponsored by Industrial Training Boards.

3.4 From Professional Contacts

Leaflets advertising in-service courses organised by a wide range of bodies including the Department of Education and Science, Regional Advisory Councils, Polytechnics, Institutes of Higher Education, Colleges of Education (Technical), other Colleges, Coombe Lodge, the Advisory Services provided by Local Education Authorities.

3.5 From the Media

BBC and ITV programmes (radio and television) for schools and colleges. Specialist educational journals (Journal of Curriculum Studies, Trends in Education), publisher's advertising relating to new technical and pedagogic textbooks.

3.6 From Producers of Curriculum Materials

The products of Schools Council projects, advance information relating to the range of learning software (textbooks, computer programmes, films, slides, o.h.p. transparencies, audio and video cassettes, records etc.) and hardware (video players, overhead projectors, loop projectors, film projectors, computers etc.).

3.7 A Possible Classification of Messages

The Question was then asked "Are there different types of information featured in the sample of messages". Discussions led to the conclusion that there are different types of information and that a useful way of classifying the information could be based on the concept of different levels of response. This concept is based on the assumption that messages require different levels of response from the receiver if the message is to be interpreted and acted upon. The following classification of types of information is based on such a perspective and emerged from discussions with colleagues:

Type A - Messages concerning knowledge of new subject matter or new technologies
e.g. new approaches to shorthand - Pitman 2000, new building techniques, new developments in accountancy.

Type B - Messages concerning knowledge of new administrative procedures
e.g. Technician Education Council programme submissions, Business Education Council, C.N.A.A. course submissions.

Type C - Messages concerning new curriculum skills
e.g. the design of C.S.E. Mode III type courses, the use of behavioural objectives, independent learning units, sensivity training.

Type D - Messages concerning new curriculum materials
e.g. Video cassettes, management games, curriculum kits.

Type E - Messages concerning new curriculum outlooks
e.g. Business Education Council's integrated approach through themes and cross-modular assignments, Technician Education Councils' emphasis on curricula based on negotiation with relevant industrial employers.

3.8 Issues Emerging

In the view of the research team this classification system raised a number of issues and influenced the design of both the questionnaire and the interview schedules. These issued are as follows :

Issue 1 Are different means of dissemination required in order to achieve the effective reception of, and response to, different types of messages?

Discussion of this issue led to the use of the six types of means of dissemination (I-VI) featured throughout section 5 of the questionnaire and to specific questions featured in the interview schedules used on both the case-study and the interviews with central curriculum bodies. These six means are explored more fully in the next section under the next question 'How is information disseminated'?

Issue 2 Do senders of messages need to work in conjunction with other bodies and change agents who specialise in aiding the reception of, and response to, messages?

Debate about this issue led to the identification of a range of bodies who may be described as 'message interpreters/response facilitators' and whose perceived effectiveness is explored in the Questionnaire (see section 5, Bodies 7, 9, 10, 11, 12 and 13) and in the case-study interviews

Issue 3 Is there a need to formalise the arrangements which may be necessary to achieve effective collaboration between 'message senders','message interpreters' and 'response facilitators'?

This issue is explored more fully in the final section (10) of this report.

SECTION 4

How Is Information Disseminated?

4.1 How Is Information Disseminated?

Teachers will recognise that information can come to them by a wide variety of means. How do they keep abreast of new developments? Notice boards, pigeon-holes, staff meetings, the library, the media, courses, conferences, discussion over a pint. All these and many other ways are employed.

Are some of them used more widely or more frequently than others? Are some found to be more valuable for particular purposes? In order to gather facts which would help to answer such questions, it was necessary to organise the enormous variety of means into a few clearly differentiated types.

A useful basis for this was found in Michael Eraut's "In-Service Education for Innovation".[2] Eraut distinguished six "modes of interaction"; for the purposes of this survey these were adapted to six "means of keeping in touch".

The six Means, together with an indication of what they are taken to include, are listed below :

1 PRINTED MATERIALS - everything printed for distribution including: syllabuses, circulars, guidelines, books, examination papers and reports, non-personal letters, journals etc.

2 INFORMATION/ADVICE (via correspondence or telephone) from the secretary, adviser, moderator, examiner, representative, officer or any other member of staff in an organisation.

3 CONFERENCES or gatherings where speakers and audience are clearly defined and where matters discussed are general ones, as opposed to:-

4 COURSES where those who attend are more likely to make a contribution and to find at least part of the work more tailored to individual interests and needs.

5 FACE-TO-FACE CONTACTS - discussions, interviews etc. with staff such as those mentioned in 2 above.

6 WORKING PARTIES or WORKSHOPS - discussion groups, simulation exercises and meetings to plan, draft, etc.

These six means were listed under each curriculum body in section 5 of the questionnaire (see Appendix I). Those replying were asked to indicate, in each case, how frequently they had encountered the particular means in the preceding two years, and how useful they had found it to be. Their opinions are set out in Sections 6 and 7 below.

SECTION 5

For Whom Is Information Intended?

5.1 Introduction

Senders of messages have two basic decisions to make; one is concerned with the distribution of the message, the other with the design of the message. These decisions may be clarified by presenting them in question form.

A. Do we, as senders of messages, need to aid the distribution of messages by specifically indicating, by title or other form of designation, the person(s) for whom the message is intended?

or

Should we rely on the internal distribution network of the receiving Colleges?

B. Do we, as senders of messages, need to design a variety of messages to cope with the varying interpretation skills of the receivers?

or

Should we rely on the services of other agencies who are both skilled in, and well placed to aid, message interpretation?

5.2 Examples from Central Curriculum Bodies

Questions concerning these decisions have been specifically raised with officers of T.E.C., B.E.C., and C.N.A.A.

5.2.1 Technician Education Council

In interviews with two T.E.C. advisory officers the following points emerged which are relevant to the above questions regarding the distribution and design of curriculum messages :

1. Technician Education Council staff have a good working knowledge of the background and training of personnel in Further Education and used this knowledge in designing T.E.C.'s messages.
2. Two types of messages were deliberately chosen:

a) The T.E.C. Policy Statement and circulars represented messages designed for those occupying senior management posts within Colleges.

b) T.E.C. Guidance Notes - these were specifically designed with the "motivated, practising teacher in mind".

3. Knowledge of the Further Education scene also led T.E.C. officers to assume the presence of resourceful staff who, given the Policy Statement, guidance notes, the materials produced by Programme committees and relevant references (e.g. Gronlund[3], Bloom[4], Mager[5]), would be able ".....to pick things up and make something of them".

4. As a deliberate policy, T.E.C. has, from its inception, sent officers to conferences mounted by other dissemination agencies (Regional Advisory Councils, Colleges of Education (Technical), Coombe Lodge etc.) with a view to aiding the interpretation of T.E.C. messages.

5. T.E.C.'s limited staffing and physical resources have resulted in difficulties and in view of such problems, one of the T.E.C. officers interviewed pointed out the need for an integrating and co-ordinating Body. Such a Body, it was argued, could ensure maximum co-operation between message senders, message interpreters and respondents to messages. Such an arrangement would facilitate the dissemination of a similar major innovation.

6. The role of T.E.C. Advisory Officers and Moderators was described by the T.E.C. officers as being crucial in aiding both the message sending and message interpretation process as well as aiding and monitoring College responses.

5.2.1 Business Education Council

During the interview with a senior B.E.C. officer the following observations were made regarding the distribution and design of B.E.C. messages.

1) In order to ensure effective distribution of B.E.C. messages, B.E.C. had adopted a multiple mailing approach based on both role designations (Principal, Head of Department, Course Co-ordinator) and individually - requested mailing orders. Even so, the comment was made that "the dissemination of information within College institutions leaves a great deal to be desired".

2) In B.E.C.'s view there are limits to what paper dissemination can achieve and this initial source of messages should be complemented by

   a) its own response to queries through the activities of both B.E.C. officers and moderators.

b) the activities of message interpreters such as Colleges of Education(Technical) and the college's own internal staff development agents.

3) In designing curriculum messages, B.E.C. had paid special attention to the classroom teacher and had chosen to adopt a tactic of using "illustrative but not prescriptive designs". This tactic involved giving the class teacher illustrative designs of classroom materials featuring 'new' ideas or 'new' requirements. This initial activity which originated from B.E.C. central office is now extended to feature 'illustrative designs' originating in the Colleges and featured in B.E.C. NEWS.

5.2.3 Council for National Academic Awards

The following points were made by C.N.A.A. officers regarding the distribution and design of curriculum messages.

1) The C.N.A.A. does not regard itself as having a formal curriculum dissemination role and consequently it does not usually specify the groups in Colleges who are to receive its publications.

2) The quinquennial review of courses is however seen as an opportunity to review in-college communication and it is admitted that, especially in scattered institutions, this process does leave something to be desired. On the topic of in-college communication C.N.A.A. officers said they had "no idea what happens at the other end" but suspected that "principals are not necessarily very good at passing things around". According to the Chief Officer, future changes in the work of C.N.A.A. may well involve a move towards more dissemination activity especially in concentrated areas e.g. its assessment experience.

3) C.N.A.A. does however contribute to informal curriculum dissemination in a number of ways. These are, for example, something of the order of 1600 lecturers serving on Committees, Boards and Panels and the Council Officers recognise that two-way dissemination (involving message sending and interpretation) operates through such involvement. A further example of this informal curriculum dissemination activity is the 'clearing house' approach which C.N.A.A. officers see as the building up of "..... a repository of experience which it wishes to share with institutions". This 'clearing house' activity is carried out through the publication of'notes'such as the 'Reflections on the Design of Modular Courses'.[6]

4) The Council does have an explicit policy of ensuring clarity in its publications and some, though not necessarily all, officers make a point of varying the style of writing and presentation somewhat for different message receivers.

5) C.N.A.A. contributes to the message interpretation process through the conference mode which tends to be used for dissemination meetings involving subject board personnel and college representatives. This dissemination activity is also featured in the handling, by C.N.A.A. officers, of queries from, and consultations with, college staff and this is seen as an important part of the work of Council Officers. "Few course proposals are made cold" and message interpretation activities are also a frequent feature of the course validation procedure which usually feature two-way discussions on a face-to-face basis.

SECTION 6

Who Receives Information?

Who Receives Information?

6.1 The Sample

The population of institutions sampled for the questionnaire survey was Further and Higher Education Institutions (excluding Colleges of Education, Universities of Technology and Universities) in England and Wales.

A random sample was generated from current DES records. The sample was stratified on the basis of region, type of institution and size.

Stratification by region corresponded to the 10 areas served by the Regional Advisory Councils for Further Education (RACs).

Stratification by type recognized 6 categories :-

1. Polytechnics (P); 2. Colleges and Institutes of Higher Ecucation (CHE);
3. Further Education and Technical Colleges (FEC); 4. Colleges of Agriculture/Forestry (C Ag); 5. Colleges and Schools of Art (C Art);
6. Other Monotechnics (M), including Nautical Colleges, Mining Colleges, Building Colleges, etc..

Stratification by size was based on full-time equivalent (FTE) student numbers, using the DES formula. 3 categories were employed :-

1. Up to 500 FTE students; 2. 500-1500 FTE students; 3.Over 1500 FTE students.

57 institutions were included in the final sample. (Breakdown by region, type and size is given in Appendix II).

Staff lists were obtained for these institutions and, for each institution, a random sample of 20% of the teaching staff was generated by assigning numbers to listed staff and selection using random numbers.

In total, 1801 individuals were identified and sent a copy of the questionnaire. Additionally, all Directors/Principals of the institutions were sent a copy for information and were invited to complete and return it. 4 Principals were identified in the sample.

Completed unspoiled questionnaires were eventually returned by 985 respondents, a response rate of 55%. 17 Principals not in the sample also returned questionnaires. 86 individuals responded to the follow-up letter. 707 individuals (39% of the sample) sent no reply to either the questionnaire or the follow-up letter.

From the coding of the questionnaires and responses to Sections 1 and 2 or the questionnaire, respondents were classified by region, type and size of college, by Burnham grade and by the faculty, department or section of the college in which they were based (see Appendix II).

6.2 "In-House" Staff Development Provisions

27% of all respondents indicated that there was a full-time staff development officer in their colleges (19% answered 'don't know' to this question). Significantly more of these respondents were in Polytechnics, Institutes of Higher Education and in larger colleges (over 1500 FTE students) generally.

21% of all respondents indicated that there was a part-time staff development officer in their colleges (26% were 'don't knows') and 44% that there was some other 'in-house' staff development provision or organisation (24% 'don't knows). There were no significant differences, comparing respondents in different types and sizes of institution.

6.3 Dissemination of Printed Materials

When asked if standard textbooks or reference works useful to their teaching needs were available to them, over 90% of respondents answered positively "yes". In some fields however, notably among teachers of Agriculture and related subjects and teachers of Liberal Studies, about 1 in 4 responses were negative.

Dissemination of printed materials from central curriculum bodies, from RACs and respondents' own colleges was also explored. A surprising factor was the proportions of respondents claiming that they never received such materials:-

32% of those teaching currently on courses validated by the C.N.A.A. recorded never receiving printed C.N.A.A. materials; 24% of those teaching currently on courses validated by T.E.C., or B.E.C., (or on courses soon to be replaced by T.E.C. or B.E.C. awards) recorded never receiving printed T.E.C. or B.E.C. materials (8% of respondents answered "don't know' when asked if they were teaching on courses soon to be replaced by courses validated by T.E.C. or B.E.C.); 17% of respondents claimed that they never received any printed materials produced within their own colleges. There was no significant difference between the proportions of such respondents in colleges having 'in-house' staff development provisions compared with those where there were no such provisions.

Case-study interviews brought out some criticisms both of external bodies and of internal communications within the college. Both T.E.C. and B.E.C.

were repeatedly criticized for failure to produce materials to the promised deadlines, particularly standard units and modules and programme guidelines. Virtually no information about DATEC had been received.

Analysis of respondents in each of the 10 regions showed that between 10%and 20% reported receiving printed materials from the RACs. The differences between regions were not significant.

In total, 34% of respondents reported receiving printed materials from the CGLI.

6.4 Information and Advice via Correspondence or Telephone

For the national and regional bodies investigated, numbers of respondents receiving information by this means were calculated as proportions of the totals receiving printed materials. For T.E.C. and B.E.C., C.N.A.A. and the R.A.C.s a very similar picture emerged, with between 50% and 60% of those receiving printed materials also receiving information by this means. In the case of contacts with C.N.A.A., significantly more staff at Principal lecturer grade and above were involved, compared with those receiving printed materials. No such differences emerged for T.E.C. and B.E.C. or C.G.L.I, nor were there significant differences between the regions served by the R.A.C.s.

65% of all respondents received information from senior or advisory staff in their own colleges by this means - and thus 35% did not! Again there were no significant differences when comparing respondents from colleges with 'in-house' staff development provisions with those from colleges with no such provisions.

Case study interviews elicited some comments about this means of dissemination. From experience, interviewees claimed some success in obtaining information from T.E.C. and B.E.C. over the telephone, but very little via written correspondence. Useful contacts with T.E.C. Advisory officers had been established by the college T.E.C. co-ordinator.

6.5 Attendance at Conferences, Courses, Study groups etc.

81% of all respondents indicated that information about conferences, courses, study groups etc., relevant to their professional needs had been passed on to them generally, over the two year period preceding completion of the questionnaire. There was no evidence that respondents at any particular grade were more or less likely to receive such information.

75% of all respondents claimed to attend such conferences etc. where possible, 25% indicated that they did not. Analysis of this latter group showed that it contained significantly greater numbers of Lecturers I, II and Senior lecturers than did the population as a whole. When asked to identify reasons for non-attendance, 72% of this group indicated that an important factor was that their expenses were not met fully and 65% (the responses were not mutually exclusive) that attendance was commonly in holidays or their own time. 56% of the group were also unwilling to attend for other reasons.

Case study interviewees made the further point that attendance at such occasions was frequently limited by college or LEA policies whereby, for example, only one member from the college was permitted to attend a particular conference or course in some cases.

Of those receiving printed materials from T.E.C. or B.E.C., 42% reported attendance at a T.E.C. or B.E.C. conference and 26% at a course. Those attending conferences included a significantly higher proportion of heads of department and above, compared with those receiving printed materials.

Of those receiving printed materials from the C.G.L.I., 12% had attended a C.G.L.I. conference and 9% a course. Case study interviewees cited a conference organised by the R.A.C. and an in-service short course at a College of Education as helping to meet their needs in this area of college work.

Of those receiving printed materials from the C.N.A.A., 12% had attended a C.N.A.A. conference and 4% a course. Those attending conferences included a significantly higher proportion of senior staff, especially at Vice-Principal level.

Between 4% and 17% of respondents in the regions had attended R.A.C. conferences, and from 0%-10% courses. The differences between the regions were not significant.

35% of all respondents reported attendance at conferences arranged by their own colleges, and 25% attendance at courses. As with other means of dissemination, there were no significant differences between respondents in colleges with 'in-house' staff development compared with those in colleges with none. However, significantly greater numbers of staff at Head of department grade and above reported attendance at such conferences compared with the proportions in the population sampled.

6.6 Face-to-Face Contacts

Dissemination of information via face-to-face contacts with full-time and part-time officers of national curriculum bodies, moderators, assessors and examiners, R.A.C. officers and senior and advisory staff in respondents' own colleges is explored in this sub-section.

For C.G.L.I., T.E.C./B.E.C. and C.N.A.A. respectively, 36%, 55% and 73% of those respondents receiving printed materials from these bodies also reported such face-to-face contacts. In each case, comparing proportions of staff at the various grades, there were no significant differences between those receiving printed materials and those involved in face-to-face contacts.

Case study interviews suggested that visits by moderators and assessors provided important opportunities for such professional contacts. Both T.E.C. and B.E.C. moderators were rated highly as having formed a good association and a useful working relationship with staff at the college.

C.G.L.I. moderators and assessors visited the college regularly, but apparently met only course tutors.

Between 3% and 12% of respondents in the regions reported face-to-face contacts with R.A.C. officers. There were no significant differences between the regions.

71% of all respondents reported face-to-face contacts with senior or advisory staff in their own colleges. The proportions at each grade did not differ significantly from those in the population sampled, nor was there any evidence that provision of 'in-house' staff development influenced the numbers of people involved.

6.7 Participation in Working Parties

Of those respondents receiving printed materials from T.E.C. or B.E.C., 28% recorded involvement in working parties arranged by these bodies. It seems probable that respondents were, in fact, here checking participation in working parties concerned with T.E.C. or B.E.C. courses, either based in their own colleges or provided by outside agencies such as R.A.C.s, Colleges of Education (Technical), Coombe Lodge etc. The proportions of staff at the various grades did not differ significantly from those receiving printed materials.

Case study interviewees reported no experience of workshops or working parties to help prepare them for the change to T.E.C. and B.E.C. courses,

although many thought these would have been beneficial. Working parties had been set up to write college units for T.E.C. programmes but, in the event, it had proved more realistic for these groups to scrutinize and modify units produced by individuals, guided by heads of department and the college TEC co-ordinator.

For C.G.L.I. and C.N.A.A., proportions of respondents receiving printed materials who also recorded involvement in working parties arranged by these bodies were, respectively, 11% and 12%. In both cases the proportions of staff at the various grades did not differ significantly from those receiving printed materials.

Within the regions, between 0%-10% of respondents recorded participation in working parties arranged by the R.A.C.s. There were no significant differences between the regions.

49% of all respondents recorded participation in working parties arranged by staff at their own colleges. Compared with the population as a whole, a significantly higher proportion of this group were at senior levels; over 96% of heads of department reported their involvement, probably as convenors of the working groups in many cases. Vice-Principals were also prominent in this group (83%), whereas only 41% of lecturers Is claimed to be participants. As with all the other means of dissemination investigated, there was no evidence that 'in-house' staff development provisions had any effect on the numbers of staff participating.

The case study college provided an example of a college policy whereby all departments maintained an internal system of subject panels, although there were considerable variations in the frequency and outputs of their proceedings.

SECTION 7

How Useful Are Different Means Of Communication Felt To Be?

7.1 How Useful Are Different Means of Communication Felt To Be?

The need for keeping up-to-date may be seen by teachers either as a challenge or as an unwelcome necessity. Whatever their attitude, they will find some means of doing so generally more useful than others. Every teacher would put his or her opinion about this in different words.

How could their varied experiences be recorded and correlated?
It was necessary to find a scale which allowed teachers in general to give their views. Once again, a useful basis for such a scale was found in Eraut's work[2], in his conceptualization of "levels of discourse".
Suppose a teacher has a particular problem; for example to plan and carry out a new assessment scheme. Information could help him at different levels. It could just give him some facts, such as 'you should assess once a term', or, at a much higher level of usefulness, it could help him thoroughly to achieve what was necessary.
Eraut's levels were adapted so that in answer to the question "WHAT DID YOU GAIN?" teachers could reply :-

(1) for 'Nothing'
(2) for 'Just information' (cf. the first example in the paragraph above)
(3) for 'Understanding of problems'
(4) for 'Ways of tackling problems'
(5) for 'Solutions to problems' (cf. the second example above)

Thus, in completing section 5 of the questionnaire (see Appendix I), respondents were asked to estimate the usefulness of each means of communication experienced from each body with which they were involved.
This 'Gains' scale is necessarily less objective than the 'Frequency' scale. However, comments from case-study interviewees tended to support its validity, in that many could be interpreted as operational statements of the various levels.
Here are some examples :-

Level 1 "It was a complete waste of time".
" 2 "That's how we got to know the jargon".
" 3 "We got to know what they wanted in this 'unit' idea".
" 4 "They gave us a good deal of practice in writing these objectives, so that we knew how to go about it".
" 5 "It was the moderator really, he helped us to get it sorted out".

In many cases, level 2 was the appropriate level of gain. Clearly not all communications are intended to give teachers help at the higher levels of the scale - new information about a subject specialization may be valuable in itself. But many of the organizations studied set problems of a more complicated kind. Examination and validating bodies in particular (such as TEC,

BEC, CGLI, CNAA and the GCE boards) require teachers to frame their courses in order to meet certain criteria and this may imply a radical change in their way of going about things.

Here for example is a teacher talking about the move to a more integrated approach under BEC :-

"The idea is excellent, but it's totally foreign to one's experience - and, of course, I feel that the longer you've been teaching, the more difficult it is to change your ways".

And again:-

"Most of us were completely unfamiliar with assessing work on this basis".

In view of the uncertainties which abound, the bafflement and indeed the hostility to change seen in many quarters, it was considered important to find how valuable the different means of communication were felt to be. How far on the scale of usefulness would lecturers place printed materials, conferences, etc..?

When the data from this section of the questionnaire was analysed, a common pattern emerged for all the bodies investigated. For each of the six means of communication, proportions of respondents recording each level of gains were tabulated ([1] figs. 40-43). Proceeding from printed materials through to working parties, there was a very noticeable 'shift' in the proportions of respondents recording higher level gains. This can be illustrated by responses to Body 2 - CGLI, showing approximate precentages of responses for three of the 'means':-

	Printed materials	Courses	Working Parties
Just information	70%	30%	20%
Understanding of problems	20%	45%	25%
Ways of tackling problems	10%	15%	25%
Solutions to problems	--	10%	30%

(To nearest 5%)

Notice that while printed materials tend to have a mainly informational value, and while courses are at their strongest at the 'understanding' level, working parties are perceived as the most useful means in helping staff find solutions to their problems. This overall trend is also apparent in the responses from lecturers involved with TEC and BEC, CNAA, the RACs and dissemination activities in their own colleges.

It is worth having a closer look at this in one or two cases :

7.2 TEC AND BEC

Of the 537 respondents who were, or were soon to be, involved with courses moderated by TEC or BEC, 76% had seen printed materials. Of these, while 70% got 'just information' and 17% were helped to 'understand problems', only 2% found 'solutions to problems' (less than the 4% who got 'nothing' at all).

Contrast this with working parties on TEC/BEC, which had been experienced by only 22% of the 537. Of these, while 33% got 'just information', 40% found either ways of tackling problems or solutions to them.

Why this contrast? Partly because of the faults in the printed materials themselves which were criticised by many respondents and case-study interviewees Here are some comments on various Guidance Notes :-

"... not thought out sufficiently".

"... ridiculous, absolute nonsense! Whoever thought that up, he's never had a go".

"... it was very confusingly phrased".

"It isn't very understandable, there's a lot of jargon in it, for instance, and much of it's incomprehensible at first reading".

But the contrast can also be explained by the nature of the communication means. Printed materials have limited value; they are not adaptable to the problems of individual people. The other means on the list are ranged on a scale of increasing interaction and personalisation. At the furthest point, working parties are set up so that a group of people can join in dealing with their problem.

This does not mean, of course, that criticisms were aimed only at printed materials. Lecturers commented unfavourably on some conferences and courses:-

"...I don't think it helped much at all".

"...it came to a point when it began to seem a waste of time".

"...the most valuable part is the lunch hour".

Other comments exemplify the attainment of 'understanding', but not higher levels, from conferences and courses, For example :-

"I'm fairly well aware as to what is required rather than how it's going to be achieved. That's a sort of unknown quantity".

Nearly half of those involved had had face-to-face contact with a TEC or BEC official. Of these, 40% gained 'just information' - reflecting perhaps brief encounters when a few remarks were exchanged. Other comments on contacts, particularly with moderators, who were widely acclaimed as the most useful contacts of this type, indicate higher levels of usefulness :-

"The moderator is the chap who's helped us; without him we'd still be struggling".

"...invaluable in sorting out problems".

Similarly, working groups had been found successful in solving difficult problems such as laying the foundation for BEC cross-modular assignments.

7.3 Respondents' Own Colleges

The same pattern of differences in perceived value of the various communication means was found within the colleges themselves. Of nearly a thousand respondents who gave information about this, 83% had received printed materials produced by staff in their own colleges. Although local materials can be more specific to local needs, over 57% of these respondents recorded no gains beyond bare facts.

At the other end of the scale, of the 53% who had taken part in working parties, more than half (56%) found ways of tackling problems or solutions to them.

This overall picture inevitably hides considerable differences between colleges. What part should colleges play in curriculum dissemination? Presumably they will not so much originate messages as pass them on and help staff to make use of them. How good are they at this?

The following quotations hint at the problems :-

"...much information from TEC/BEC has not filtered down to personnel who have to deal with new courses. It may have come to the college, but it has been a hard job to seek it out".

"Generally (the) college is poor at processing information".

"At the beginning of the period for setting up TEC, regular meetings were held within the college. However, ... the criteria for attendance was not whether you were involved ... but if it was convenient for you to attend".

In several cases staff were resentful because they had been told what to do rather than being"positively involved in decisions".

"TEC was developed at my college by men of no real vision or insight. Curricula were hastily assembled and perfunctorily accepted (by TEC). There was no discussion of aims, ... means, methods - in short, no leadership. We weren't even told what 'TEC' was".

Even of those who had been involved in working parties within their own colleges, well over 20% recorded gains of 'just information". At the college level, this is somewhat slightly disturbing since the organisation of such groups (and also of courses, where 43% recorded gains of 'just information') should surely be part of a positive programme of staff development.

The previous section of this report mentioned the provision of 'staff development' in the colleges. There was clearly different conceptions as to what this term embraced. Of nearly a thousand respondents who answered the question about the value of staff development, only 58% could say that they had obtained positive benefit in the preceding two years. One wrote, for example, that staff development was :-

"... a euphemism which may embrace any aspect of working life - or NONE". (and implying the latter in this case).

The variety of provision is reflected in comments made. One lecturer at a polytechnic wrote of :-

"... lack of clear objectives for staff development".

Another,that:-

"... a strategy or plan to develop teaching staff resources is absent".

At another college, by contrast the deputy head of department responsible for in-service education and development described various courses provided, such as City and Guilds 730 and intensive initial training, as well as a "variety of in-service ventures" such as simulation exercises and the writing of programmes.

Obviously, there seems to be wide differences in the understanding, the provision, and the perceived value of 'staff development' in different colleges and polytechnics.

SECTION 8

What Other Sources Do Teachers Find Useful?

What Other Sources Do Teachers Find Useful?

This section is based on responses to section 4 of the questionnaire which explored a variety of additional sources which teachers might find useful in keeping in touch with developments affecting their work.

8.1 Professional Contacts

These covered contacts with part-time or visiting lecturers and inter-college contacts, meetings or correspondence.

Approximately 60% of all respondents recorded that contacts with part-time or visiting lecturers had been useful in keeping in touch with developments affecting their work. Significantly greater numbers of staff at head of department level and above appeared to find this useful than those at the lower grades.

66% of all respondents recorded that inter-college contacts and correspondnece had been useful in keeping in touch with developments affecting their work. There was no evidence of significant differences in the proportions of these respondents by grade, by department or by the region in which the college was situated, comparing these proportions with the proportions in the population sampled.

Rather surprisingly, a comparison of those teachers currently involved or soon to be involved on courses validated by TEC or BEC with those not involved provided no evidence that the impact of TEC and BEC courses had made any difference to the numbers of teachers involved in useful inter-college contacts, meetings or correspondence.

8.2 Industrial and Commercial Contacts

It was hardly surprising that almost 70% of respondents indicated that visits to industry, businesses etc. had been useful to them in keeping in touch with developments in their field or work. Significantly higher proportions of these respondents were based in departments of Technology (including Surveying, Building and Mining Technology), Nautical studies, Agriculture/Horticulture/Forestry and Management studies compared with the proportions in these locations in the population sampled.

Several case-study interviewees made reference to such contacts and cited also ITBs, Craft Guilds, Subject Associations (eg. Motor Vehicle Association, Timber Research Association). The most frequent medium for on-going contacts with industry seemed to be via the organisation of student visits, either to firms or to trade fairs and exhibitions. Training officers from eg. the CEGB, had also been helpful.

Several questionnaire respondents commented on the need for more short courses in this field and more opportunities for secondment into industry which, currently, seemed virtually impossible to arrange.

8.3 The Media

About 60% of all respondents recorded that Broadcast TV programmes had been useful to them in keeping in touch with developments affecting their work. Significantly higher proportions of these respondents were based in departments of Architecture and Town Planning, Languages and Arts (other than Languages) compared with the proportions in these locations in the population sampled.

Nearly 40% of all respondents indicated that Broadcast Radio programmes had been similarly useful. As with TV, this medium seemed useful to particularly large proportions of those based in Architecture and Town Planning and Languages.

80% of all respondents found articles in the press useful; there was no evidence that proportions per department etc. differed significantly from overall proportions in the population sampled.

Case-study interviewees and questionnaire respondents referred to industrial publications and technical journals as being important inputs of this type. Several independently made plans for some sort of abstracting system to facilitate and rationalise flow of information (similar to the 'abstracts' available in the physical and life sciences, for example).

In the case of Radio, TV and the Press, significantly greater proportions of teachers undertaking servicing recorded these as useful compared with the proportions of these teachers in the population sampled. It seems reasonable to expect that service teachers would need to be more eclectic in their use of sources and might make more use of the media for this purpose, particularly as many such teachers are concerned with teaching Liberal and General studies.

8.4 Research Findings

Section 4 of the questionnaire also asked three very general (and, in the opinion of one or two respondents, naive!) questions about research findings. 53% of all respondents reported that research findings were readily available, 47% that they were easily understandable and 50% that they were relevant to their needs.

Analysis of responses revealed differences in the accessibility and perceived relevance of research findings. Significantly greater proportions of respondents based in departments of Architecture and Town Planning, and Education claimed to find them easily understandable; relatively more heads of larger departments and relatively fewer lecturers I and II found research findings relevant to their needs, as did relatively fewer F.E. college and College of Art lecturers, comparing these proportions with those in the population sampled.

8.5 Open University, Schools Council, etc.

25% of all respondents recorded that curriculum project materials (eg. Nuffield, Schools Council, etc.) were useful to them in keeping in touch with developments affecting their work. Predictably, the greatest proportion of users was based in departments of Education (including Adult Education).

45% of all respondents indicated that Open University materials (eg. Blocks, Units, etc.) were similarly useful. Relatively larger proportions of these respondents were based in departments of Architecture and Town Planning. Social studies/Social Sciences, Arts (other than Languages) and Education.

A comparison of those respondents identifying themselves as qualified teachers with the remainder provided evidence that unqualified teachers were less likely to find these materials useful, especially in the case of Nuffield Project materials, Schools Council materials and the like.

SECTION 9

What Arrangements Exist for Feedback?

9.1 Introduction

The research team have assumed that curriculum dissemination is a complex process requiring a feedback component to monitor its effectiveness. The gains scale featured in the research questionnaire (explained in detail in Section 7) and featured in Appendix I was designed to act in this capacity based on the preceptions of the message receivers - a representative sample of staff in Higher and Further Education institutions.
Each of the agents involved in the curriculum dissemination process might have made a similar assumption and designed their own feedback component. The range of agents has been discussed previously (see Section 2) and was identified as follows :

Central curriculum bodies
Industrial and commercial contacts
Professional contacts
The media
Producers of curriculum materials

Of the above list, the question of 'what arrangements exist for feedback?' has been addressed by the research team to only two types of dissemination agents - Central curriculum bodies represented by T.E.C., B.E.C., and C.N.A.A. and Regional Advisory Councils represented by those Councils who replied to the Postal enquiry featured in Appendix I.

9.1.1 The Technician Education Council

During the interview with two T.E.C. advisory officers it was reported that T.E.C. had not established any formal mechanism for promoting and receiving feedback from the staff in H.E. and F.E. who are T.E.C.'receivers.' Opportunities for informal feedback at conferences and courses organised by other curriculum dissemination agencies were however always taken but no major change in policy had resulted from any of this informal feedback.
Another agency - the Further Education Curriculum Review and Development Unit - has however sponsored a research project focussing on the evaluation of certain aspects of the innovatory approach of the Technician Education Council and this is awaiting publication.

9.1.2 Business Education Council

A spokes person for the Business Education Council pointed out that so far no formal mechanism for prompting and receiving feedback had been established - its initial activities had been directed towards creating and communicating a relevant curriculum. As with T.E.C., informal feedback was recognised as valuable and the college-based inputs into the B.E.C. newsletter was identified as one type of feedback channel. Again, no policy change had resulted from any form of feedback from the receivers.

9.1.3 Council for National Academic Awards

Interviews with staff of the C.N.A.A., confirmed that C.N.A.A. too has not as yet set up a formal system of obtaining and recording feedback from staff in colleges involved in C.N.A.A. work. Feedback is however indirectly obtained, for example at quinquennial review meetings and from college responses to validation and other reports. The Council does employ one full-time researcher and may well employ others in its new Development Services Unit. Response to the Council's work is also gained from industrial organisations, universities and others.

9.1.4 Regional Advisory Councils

A review of postal responses from the Regional Advisory Councils confirmed the theme which emerged from the interviews with central curriculum bodies - no formal mechanisms have been set-up to obtain feedback regarding the effectiveness of the curriculum dissemination process in general.

SECTION 10

Issues Arising

The terms of reference of this study included, by implication, the need to explore briefly the issues raised by the research in terms of the dissemination of curriculum 'messages' and in terms of the roles of the national, regional and local agencies involved. Moreover, having communicated with people involved at all levels of the dissemination process -'senders', 'receivers' and 'interpreters' - the research team had obtained a unique "bird's eye view" of the issues.

Six major issues were identified, namely :

- the constancy of change.
- the design of 'messages'.
- the distribution networks.
- the facilitation of 'message' interpretation.
- the need for a co-ordinating system.

These issues are explored briefly below.

10.1 The constancy of change

This is the most fundamental issue raised, as it establishes curriculum change as the norm. This is a time of unprecedented change not only in terms of the explosion of knowledge and technology and its impact on industry and commerce, but also because of the adoption by validating bodies such as T.E.C., B.E.C., and the C.N.A.A. of increasingly sophisticated styles of curriculum development. This creates two inter-related problems for the teacher in Further and Higher Education - the chronic problem of updating subject matter and skills, often linked with the need to acquire new skills and knowledge in planning, designing, implementing and evaluating curricula along the lines required by the validating bodies. (This issue is examined more fully in sections 2 and 3 above).

This issue also focuses attention on the acute need for a fuller understanding by the disseminators of the process and practice of curriculum dissemination in the Further and Higher Education sector. Some implications of this are explored below.

10.2 The design of messages

Central curriculum bodies such as the Technician Education Council, the Business Education Council and the Council for National Academic Awards are major senders of curriculum messages and, in the main, rely on a

combination of formal paper messages and informal face-to-face contacts with the emphasis on the former mode. During discussions with these Bodies it became obvious that all of them had considered message design in some degree and the following range of tactics was identified :

1. Consideration of the professional and pedagogic background of the message receivers.
2. Designing different messages for different groupings of staff.
3. Providing illustrative examples of new concepts and practices.
4. Identifying sources of complementary explanations.
5. Publicising examples of good practise.
6. Assuming the availability of other agencies who could aid message interpretation and, when possible, working with them.
7. Providing a 'message querying' service for message receivers.
8. Providing a glossary of terms for each new curriculum venture - especially where new concepts are being introduced using terms which already have an established meaning.

This range of design tactics is quite comprehensive but, unfortunately the evidence of this research shows that it is not comprehensively applied. Resources, the research team were consistently told, do not allow for this degree of sophistication. Perhaps, this study in identifying good practice may contribute to improvements in this area.

What are the implications of these findings?

At the national level, it would appear that central curriculum bodies ought to consider the relevance of systematically applying message design tactics such as those featured above and review the financial and personnel requirements implicit in such an approach. Beyond a certain point efficiency might cost more; but up to that point central curriculum dissemination could be made more cost effective.

At the regional level, many of these tactics may well be applicable to regional message senders such as Regional Advisory Councils. Additionally, regional agencies such as Colleges of Education (Technical) may consider the systematic application of such design tactics in their role as'message interpretors'.
Teaching institutions may well consider that this analysis of the demands of message design may well have implications for the deployment of senior staff both as 'message interpretors' and as providers of the essential feedback link with the message senders.

10.3 The distribution networks

Evidence from this study suggests that it is useful to view the distribution of messages as a type of obstacle race requiring various techniques to ensure successful 'clearance'. Discussions with central curriculum bodies and college staff led to the identification of the following facilitating techniques :

1. Addressing messages to nominated individuals.
2. Duplicating messages via different levels of staff.
3. Meeting all requests for literature.
4. Designating members of staff to act as official receivers and conveyers of curriculum messages.
5. Organising staff briefing sessions.
6. Establishing open-access filing systems for specific curriculum messages.

Again, the evidence from this study suggested that the systematic use of these complementary techniques was rarely practised.

At the national level, it is obvious that central curriculum bodies must recognise and respond to the many obstacles which prevent effective dissemination and that regional message senders must act accordingly. At the local and institutional level questions must be asked about the use of the techniques recognised in the study as good distributive practise.

The means of dissemination

Teachers are receiving different types of messages - some simple, some complex; some traditional, some progressive; some confirming present classroom roles, some requiring new outlooks and skills. (see section 3 for further analysis). The evidence, of this study suggests however that all too often complex and innovative messages are being distributed in the same way as messages concerning simple routine procedures i.e. via paper communications. (see section 6)

Two important questions should be asked: Should a planned distribution system take into account the strengths and weaknesses of different means of curriculum dissemination? Are some modes more appropriate than others to particular types of curriculum message?

A study of the inter-relationship between the means of distribution and the associated gains by 'receivers' was an important part of this survey (see Appendix 1, section 5). The approach adopted by the research team was based on an idea from Eraut's work[2] which is illustrated opposite

Modes and Levels of In-Service Education

	LEVEL						
Solution	4						X
Study	3					X	X
Awareness	2			X	X	X	X
Information Dissemination	1	X	X	X	X	X	X
		Bulletin	Query	Con-ference	Course	Con-sultancy	Workshop
							MODE

Eraut saw printed materials ("Bulletin") as essentially the mode for just conveying information. The other modes, moving across to the workshop mode - via queries, conferences, courses and face-to-face contacts ("consultancy") - would be increasingly useful for helping teachers to know of, think about, and solve professional problems. Figure 1 and the other information given in section 7 of this report strongly support Eraut's ideas. Basically it appears that whereas the majority of people tend to get just information from printed materials, they are far more likely to find solutions to their problems in workshop activities. Queries by 'phone or letter', tend to be more informative by nature. Conferences, courses and face-to-face contacts are more likely to throw light on problems and to help in their solution.

What emerges quite clearly, therefore, is that certain means, or modes of dissemination seem appropriate to particular kinds of message or function. This highlights one of the greatest weaknesses of the current simplistic view of curriculum dissemination; far too much is expected from such means as printed materials, queries, or conferences. On the other hand not only are courses, face-to-face contacts, and workshops/ working parties underemployed by disseminators, they are also the modes which face staff with the most constraints in terms of attendance. Courses and conferences are of value in curriculum dissemination not only for their planned purpose, including workshop sessions which are sometimes included, but also for the opportunity they provide for dissemination via social interaction. In fact, a number of respondents in our case study claimed the unplanned parts of conferences to be the most valuable. It may well be that the social interaction and workshop activities which are possible at some courses help to make them occasions where problems can be sorted out.

It is ironical that the workshop mode of dissemination is one of the least used as well as being, in terms of the level of gain, the most effective in very many cases. It is, unlike the others, essentially a working mode; one in which problems whether real or simulated, are tussled with.

The general conclusion is that different means of dissemination do appear to carry their own appropriate "levels of significance" (Eraut's term). It seems that the least effective means of implementing change are far more frequently used than the most effective. A more carefully planned approach to dissemination with lead to the employment of means of dissemination based upon a rationale of purpose - "what?" "to whom?""how?"

The facilitation of message interpretation

What forms of guidance and support are available to staff receiving complex and innovative messages about curriculum changes?
The study provides evidence of various forms of help :

1. 'Self-help' - based on a belief in the merits of personal initiative by members of staff in keeping themselves up-to-date in curriculum matters.
2. 'Institutional - support' - based on in-college staff development such as short courses, work-shops etc.
3. 'Outside - support' - based on the activities of message interpretors such as L.E.A. advisers, H.M.I.s, officers of R.A.C's., staff of Colleges of Education (Technical) and moderators.

However this evidence came from a minority of respondents and the majority of respondents recorded either the absence of any types of formal 'institutional' and 'outside' support or were critical of the quality of these forms of support. (see p.13 of questionnaire, Appendix 1. This provided the opportunity for open-ended comment).

What are the implications of this state of affairs?

At national level relevant bodies (D.E.S., T.E.C., B.E.C., C.N.A.A. etc.) may well further their curriculum dissemination activities by asking questions about local arrangements for providing support and guidance for message receivers and by prompting the emergence of realistic answers. Is this a role for moderators to play?
(The team acknowledge the role already played by C N.A.A. and B.E.C. in this area).
At a regional level, Regional Advisory Councils, College's of Education (Technical)and L.E.A. advisers may equally well review their roles in the provision of 'outside' support. Critical questions may well centre on the Where? When? and How? of the provision of support.
It does seem quite clear that the term staff development, although widely used, does not have an unambiguous meaning. So much so that unless and until it is more clearly defined its use in investigations such as this might well be counter productive. It is equally clear that teachers in this sector of education need more assistance in developing new curricula and that some kind of staff development support in the

interpretation and implementation of disseminated curriculum information ought to be given high priority.
Moreover, analysis of different grades of staff experiencing different means of dissemination suggest that too often classroom teachers, particularly at the lower grades, do not have the opportunity to attend up-dating activities. Frequently attendance at courses, conferences etc. appears to be the perquisite of senior, and less classroom - involved staff. (see section 6 above and any list of conference members at Coombe Lodge!)

The need for a Co-ordinating system

The co-ordination of resources appears to be the major organisational issue raised by this study.
"Education" said Stenhouse[7] is not in practice very sophisticated or efficient". Nor, according to this research, is curriculum dissemination. Too little experience from the emerging discipline of curriculum development has been brought to bear in the Further and Higher Education sector. Much has been written during the last decade about the failures in development and dissemination activity and the ways in which results have fallen short of expectations in Education generally. From the analysis of evidence in this sector, certain improvements have been suggested above. However, the writers are convinced that even these would only be palliative measures so long as dissemination is attempted unsystematically - without rationale, without considered strategy, and above all without co-ordination.
It has been observed (Havelock[8]) that changes in education are brought about in three main ways :

a) by planning and disseminating from the centre.
b) by the spread of ideas through networks of social contact.
c) by solving problems as they occur locally.

That all three can be traced in Further and Higher Education in the 1970s does not mean that they are used in a co-ordinated way. In a sense, the lack of co-ordination reflects the element of opportunism in the sector itself, an entrepreneurial tendency whereby problems are simultaneously 'solved' and new ones created. Examples of this cyclic process are, in the colleges, the formation and development of new courses,

and at the centre, the attempts to rationalise the resulting patchwork, and the attempts by other interested parties to influence developments at either level. Hence efforts towards change in Further and Higher Education curricula, and consequently attempts at curriculum dissemination, often fail to operate co-operatively.

At a time when the motley patchwork of F.E. and H.E. provision is being significantly influenced by bodies such as the Education Councils (T.E.C., B.E.C., D.A.T.E.C. and the C.N.A.A.), it seems desirable that an effort should be made to co-ordinate the efforts of the various agents involved in the dissemination process. This would mean that local, regional, and national contributions should be linked together in an effort which has common aims so far as these can be evolved, and in a system where each agency can contribute according to its particular strengths.

A planned system would take into account the strengths and weaknesses of different means of dissemination and how to obtain maximum effectiveness from them; it would also make demands upon all parties involved. If the central disseminators should be obliged to ask

> "What am I trying to achieve, by saying or doing what, with what supports, to whom and with what constraints?"

then the receivers should be assisted to understand and respond to curriculum messages, and held responsible for making effective use of what is disseminated. It is incumbent upon college hierarchies to encourage and support staff in the achievement of this result just as it is incumbent on national and regional authorities to call into being systematic approaches - not bureaucratic structures - at a higher level.

The basic question of 'who can effect the necessary co-ordination of resources?' must be considered at national level. Consultations between the D.E.S. and the central curriculum bodies may well be an appropriate starting point. Alternative complementary approaches may well take the form of initiative by a central curriculum body currently involved, or about to be involved, in the dissemination of major curriculum changes on the one hand or initiative on the part of a Polytechnic or College currently receiving major change messages on the other.

Whatever approaches are adopted, the opportunity for informed experimentation is obvious.

APPENDIX I

OFFICE USE ONLY	
1 REGION	
TYPE	
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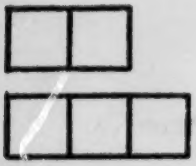

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CURRICULUM INFORMATION QUESTIONNAIRE

This is a survey with a practical purpose: to find out how teachers in Further and Higher Education can be more easily kept in touch with developments affecting their work. You can contribute by completing and returning this questionnaire as soon as possible.

The information from the survey will be analysed (almost entirely by computer) in such a way that no individual teacher or college will be compared with another.

Our pilot studies show that it will take only 10-20 minutes to complete your answers. Thank you for your co-operation.

SECTION 1.

Instructions: Please enter the number corresponding to your Burnham grade in the box opposite (labelled 06). 06 ☐

Enter 1 for Principal

2 for Vice-Principal/ Deputy V.P.

3 for Head of Dept./ Faculty Gd. V-VI

4 for Head of Dept./ Faculty Gd. I-IV

5 for Principal Lecturer

6 for Senior Lecturer

7 for Lecturer II

8 for Lecturer I

9 for part-time lecturer

PLEASE TURN OVER...

SECTION 2.

Instructions: Please indicate the Faculty/Department/Section (or similar) in which you are based (one tick only please).

Faculty/Department/Section of:	07	Tick.
01 Technology (including Surveying, Building and Mining Technology)	01	☐
02 Engineering (including Electrical Engineering)	02	☐
03 Sciences and Mathematics	03	☐
04 Health/Welfare Studies	04	☐
05 Art and Design (including Drama and Music)	05	☐
06 Architecture and Town Planning	06	☐
07 Nautical Studies	07	☐
08 Agriculture/Horticulture/Forestry	08	☐
09 Social Studies/Social Sciences	09	☐
10 Business Studies (including Law)	10	☐
11 Management Studies	11	☐
12 Languages	12	☐
13 Arts (other than Languages)	13	☐
14 Catering/Home Economics/Food Technology	14	☐
15 Fashion Studies (including Hairdressing)	15	☐
16 Liberal Studies/General Studies/Physical Education	16	☐
17 Education (including Adult Education)	17	☐
18 Other (please specify).....	18	☐

SECTION 3.

Instructions: Please answer ALL the following questions by ticking YES, NO or DON'T KNOW.

		YES 1	NO 2	DON'T KNOW 3
1. Have you been a full-time teacher in Further/Higher Education for 2 years or more?	09	☐	☐	
2. Do you hold a teaching qualification recognised by the D.E.S.?	10	☐	☐	☐
3. Are you a member of a professional body in your field?	11	☐	☐	☐
4. Do you currently spend some of your time as a Service teacher outside your own department?	12	☐	☐	
5. Do you teach currently on (a) course(s) validated by C.N.A.A.?	13	☐	☐	☐
6. Do you teach currently on (a) course(s) validated by T.E.C. or B.E.C.?	14	☐	☐	☐
7. Is one or more of the courses on which you teach soon to be replaced by a course validated by T.E.C. or B.E.C.?	15	☐	☐	☐
8. Do you teach currently on City and Guilds Foundation Courses?	16	☐	☐	☐
9. Are you currently involved in Unified Vocational Preparation (U.V.P.) Courses?	17	☐	☐	☐
10. Are you currently involved in Manpower Services Commission (M.S.C.) Courses or projects (such as Work Experience Project, Youth Opportunities Programme)?	18	☐	☐	☐

	YES	NO	DON'T KNOW
	1	2	3

Continued : PLEASE TURN OVER...

SECTION 3. (Continued)

		YES 1	NO 2	DON'T KNOW 3
11. Do standard textbooks or reference works useful to your teaching needs exist?	19	☐	☐	☐
If NO, proceed to 13.				
12. If YES, do you have ready access to them?	20	☐	☐	
13. Has information about conferences, courses, study groups etc., relevant to your professional needs generally been passed on to you over the last 2 years?	21	☐	☐	☐
14. Do you attend such conferences etc., where possible?	22	☐	☐	
If YES, proceed to 18.				
If NO, is this because:				
15. attendance is commonly in holidays or your own time?	23	☐	☐	
and/or 16. your expenses are not met fully?	24	☐	☐	
and/or 17. you are unwilling to attend for other reasons?	25	☐	☐	
18. Is there a full-time staff development officer in your college?	26	☐	☐	☐
19. Is there a part-time staff development officer in your college?	27	☐	☐	☐
20. Is there some other staff development organisation or provision in your college?	28	☐	☐	☐
21. If YES to any (or all) of the last 3 questions, have you obtained positive benefits from staff development activities in your college during the last 2 years?	29	☐	☐	☐

	YES	NO	DON'T KNOW

SECTION 4.

Instructions: Please indicate, by ticking YES or NO, for ALL the following whether you have found them useful in keeping in touch with developments in your field of work over the last 2 years.

			YES	NO
			1	2
1.	Curriculum Project Materials (e.g. Nuffield, Schools Council, etc.)	30	☐	☐
2.	Open University Materials (e.g. Blocks, Units, etc.)	31	☐	☐
3.	Broadcast T.V. Programmes	32	☐	☐
4.	Broadcast Radio Programmes	33	☐	☐
5.	Articles in the Press	34	☐	☐
6.	Contact with part-time or visiting lecturers.	35	☐	☐
7.	Inter-college contacts, meetings or correspondence.	36	☐	☐
8.	Visits to industry, businesses, etc.	37	☐	☐

Instructions: Please answer the following by ticking YES, NO or DON'T KNOW in each case.

			YES	NO	DON'T KNOW
			1	2	3
	Would you say that research findings are:				
9.	readily available?	38	☐	☐	☐
10.	easily understandable?	39	☐	☐	☐
11.	relevant to your needs?	40	☐	☐	☐

PLEASE TURN OVER...

OFFICE USE ONLY		
2	REGION	
	TYPE	
	SIZE	

SECTION 5.

This (final) section deals with the period from 1st July 1976 TO THE PRESENT, and asks two questions about how you have been kept in touch with developments affecting your work:

HOW FREQUENTLY have you used each of the means of keeping in touch which are listed as I-VI under the various bodies below?

WHAT DID YOU GAIN from each of them?

N.B. IF YOU HAVE NO DEALINGS WITH ANY ONE OF THESE BODIES, PLEASE PROCEED TO THE NEXT, AND SO ON.

To answer the question "HOW FREQUENTLY"?, please write in the FREQUENCY box:

1 for 'Never'
2 for 'Once or twice per college year'
3 for 'Once or twice per term'
4 for 'Once or twice per month'
5 for 'At least once per week'

To answer the question "WHAT DID YOU GAIN"?, please write in the GAINS box:

1 for 'Nothing'
2 for 'Just information'
3 for 'Understanding of problems'
4 for 'Ways of tackling problems'
5 for 'Solutions to problems'

BODIES : 1. T.E.C. or B.E.C. 0 1

MEANS:		FREQUENCY	GAINS
I	Printed T.E.C./B.E.C. Materials including examiners'/moderators' reports.		
II	Information/advice (via correspondence or telephone) from T.E.C./B.E.C. officers, moderators, etc.		
III	Conferences (*see note) arranged by T.E.C./B.E.C.		
IV	Courses (other than conferences) arranged by T.E.C./B.E.C.		
V	Face-to-face contact with T.E.C./B.E.C. officers, committee members, moderators, examiners, etc.		
VI	Participation in working parties arranged by T.E.C./B.E.C.		

*Note: A Conference here is defined as involving mainly one-way communication from speakers to audience.

BODIES : 2. C.G.L.I. (City and Guilds of London Institute) 0 2

MEANS:		FREQUENCY	GAINS
I	Printed C.G.L.I. materials, including examiners' reports.	☐	☐
II	Information/advice (via correspondence or telephone) from C.G.L.I. officers, examiners, etc.	☐	☐
III	Conferences (see note, p.6) arranged by C.G.L.I.	☐	☐
IV	Day-courses (not Conferences) arranged by C.G.L.I.	☐	☐
V	Face-to-face contact with C.G.L.I. officers, examiners, etc.	☐	☐
VI	Participation in working parties arranged by C.G.L.I.	☐	☐

BODIES : 3. C.N.A.A. (Council for National Academic Awards) 0 3

MEANS:		FREQUENCY	GAINS
I	Printed C.N.A.A. Materials.	☐	☐
II	Information/advice (via correspondence or telephone) from C.N.A.A. officers.	☐	☐
III	Conferences (see note, p.6) arranged by C.N.A.A.	☐	☐
IV	Courses (not Conferences) arranged by C.N.A.A.	☐	☐
V	Face-to-face contact with C.N.A.A. officers.	☐	☐
VI	Participation in working parties arranged by C.N.A.A.	☐	☐

Continued : PLEASE TURN OVER...

BODIES : 4. G.C.E. BOARDS. 0 4

MEANS:		* FREQUENCY	GAINS
I	Printed materials from G.C.E. boards including examiners' reports.	☐	☐
II	Information/advice (via correspondence or telephone) from G.C.E. board officers, examiners, etc.	☐	☐
III	Conferences (see note, p.6) arranged by G.C.E. boards.	☐	☐
IV	Courses (not Conferences) arranged by G.C.E. boards.	☐	☐
V	Face-to-face contact with G.C.E. board officers, examiners, etc.	☐	☐
VI	Participation in working parties arranged by G.C.E. boards.	☐	☐

BODIES : 5. I.T.B.s. (Industrial Training Boards) 0 5

MEANS:		FREQUENCY	GAINS
I	Printed I.T.B. Materials.	☐	☐
II	Information/advice (via correspondence or telephone) from I.T.B. officers.	☐	☐
III	Conferences (see note, p.6) arranged by I.T.B.s.	☐	☐
IV	Courses (not Conferences) arranged by I.T.B.s.	☐	☐
V	Face-to-face contact with I.T.B. officers.	☐	☐
VI	Participation in working parties arranged by I.T.B.s.	☐	☐

* FREQUENCY and GAINS scales are given on p.6.

BODIES : 6. Professional Bodies which Examine or Validate. 0 6

MEANS:		FREQUENCY	GAINS
I	Printed materials from these Bodies (including examiners' reports).	☐	☐
II	Information/advice (via correspondence or telephone) from officers, examiners, etc. of these Bodies.	☐	☐
III	Conferences (see note, p.6) arranged by these Bodies.	☐	☐
IV	Courses (not Conferences) arranged by these Bodies.	☐	☐
V	Face-to-face contact with officers, examiners, etc. of these Bodies.	☐	☐
VI	Participation in working parties arranged by these Bodies.	☐	☐

BODIES : 7. Teachers' Organisations (e.g. N.A.T.F.H.E.) 0 7

MEANS:		FREQUENCY	GAINS
I	Printed materials from teachers' organisations.	☐	☐
II	Information/advice (via correspondence or telephone) from officers, representatives, etc., of teachers' organisations.	☐	☐
III	Conferences (see note, p.6) arranged by teachers' organisations.	☐	☐
IV	Courses (not Conferences) arranged by teachers' organisations.	☐	☐
V	Face-to-face contact with officers, representatives, etc., of teachers' organisations.	☐	☐
VI	Participation in working parties arranged by teachers' organisations.	☐	☐

Continued : PLEASE TURN OVER...

BODIES : 8. Subject, Trade, or Specialist Organisations (* see footnote at bottom of page). 0 8

MEANS:		** FREQUENCY	GAINS
I	Printed materials from these Organisations/ Functions (including Trade Fairs).	☐	☐
II	Information/advice (via correspondence or telephone) from officers, etc. of Specialist Organisations.	☐	☐
III	Conferences (see note, p.6) arranged by Specialist Organisations.	☐	☐
IV	Courses (not Conferences) arranged by Specialist Organisations.	☐	☐
V	Face-to-face contact with officers, representatives, etc. of Specialist Organisations (e.g. at Trade Fairs, Exhibitions, etc.)	☐	☐
VI	Participation in working parties arranged by Specialist Organisations.	☐	☐

BODIES : 9. R.A.C.s. (Regional Advisory Councils). 0 9

MEANS:		FREQUENCY	GAINS
I	Printed materials from R.A.C.s.	☐	☐
II	Information/advice (via correspondence or telephone) from R.A.C. officers.	☐	☐
III	Conferences (see note, p.6) arranged by R.A.C.s.	☐	☐
IV	Courses (not Conferences) arranged by R.A.C.s.	☐	☐
V	Face-to-face contact with officers, etc., of R.A.C.s.	☐	☐
VI	Participation in working parties arranged by R.A.C.s.	☐	☐

*Note: Subject Organisations: e.g. "Association for the Teaching of Economics".
Trade Organisations: e.g. "Stanley Tools" or "Association of Teachers of Gas Technology".
Specialist Organisations: e.g. "The Law Society".

** FREQUENCY and GAINS scales are given on p.6.

BODIES : 10. The 4 Colleges of Education (Technical) and Coombe Lodge. 1 0

MEANS:		FREQUENCY	GAINS
I	Printed materials from these Colleges.	☐	☐
II	Information/advice (via correspondence or telephone) from staff at these Colleges.	☐	☐
III	Conferences (see note, p.6) arranged by these Colleges.	☐	☐
IV	Courses (not Conferences) arranged by these Colleges.	☐	☐
V	Face-to-face contact with staff of these Colleges.	☐	☐
VI	Participation in working parties (not at Conferences or Courses) arranged by these Colleges.	☐	☐

BODIES : 11. L.E.A.s. (Local Education Authorities). 1 1

MEANS:		FREQUENCY	GAINS
I	Printed materials from L.E.A.s.	☐	☐
II	Information/advice (via correspondence or telephone) with L.E.A. Inspectors, Advisers, Officers, etc.	☐	☐
III	Conferences (see note, p.6) arranged by L.E.A.s.	☐	☐
IV	Courses (not Conferences) arranged by L.E.A.s.	☐	☐
V	Face-to-face contact with L.E.A. Inspectors, Advisers, Officers, etc.	☐	☐
VI	Participation in working parties arranged by L.E.A.s.	☐	☐

BODIES : 12. Your Own College.

MEANS:		1 2 * FREQUENCY	GAINS
I	Materials printed by your college staff.	☐	☐
II	Information/advice (via correspondence or telephone) from senior or advisory staff in your college.	☐	☐
III	Conferences (see note, p.6) arranged by your college.	☐	☐
IV	Courses (not Conferences) arranged by your college.	☐	☐
V	Face-to-face contact with senior or advisory staff at your college.	☐	☐
VI	Participation in working parties arranged by staff at your college.	☐	☐

BODIES : 13. ANY ONE (or GROUP) WHICH YOU WOULD LIKE TO ADD AS IMPORTANT.

OFFICE USE

Name of Body: .....

MEANS:		FREQUENCY	GAINS
I	Printed materials produced by this Body.	☐	☐
II	Information/advice (via correspondence or telephone) from officers of this Body.	☐	☐
III	Conferences (see note, p.6) arranged by this Body.	☐	☐
IV	Courses (not Conferences) arranged by this Body.	☐	☐
V	Face-to-face contact with officers of this Body.	☐	☐
VI	Participation in working parties arranged by this Body.	☐	☐

* FREQUENCY and GAINS scales are given on p.6.

YOU ARE INVITED TO MAKE ADDITIONAL COMMENTS ON HOW YOU HAVE (OR HAVE NOT) BEEN KEPT IN TOUCH WITH DEVELOPMENTS AFFECTING YOUR WORK. PLEASE USE THIS FINAL SHEET FOR THAT PURPOSE, IF YOU WISH. THANK YOU!

A) Composition of the sample of Institutions :-

By region:

1	London and Home Counties	10	(P-1, CHE-1, FEC-6, M-2)
2	Yorkshire and Humberside	9	(P-1, CHE-1, FEC-5, C Art-1, M-1)
3	West Midlands	7	(FEC-4, C Ag-2, C Art-1)
4	East Midlands	7	(P-1, FEC-4, C Ag-2)
5	North Western	4	(FEC-2, C Ag-1, M-1)
6	Northern	3	(FEC-2, C Ag-1)
7	East Anglian	3	(FEC-3)
8	South West	5	(P-1, FEC-3, C Ag-1)
9	Southern	4	(FEC-2, C Art-1, M-1)
10	Welsh	5	(CHE-1, FEC-3, M-1)

By type:

1	Polytechnics	4	
2	Colleges/Institutions of Higher Ed.	3	
3	FE/Technical Colleges	34	(including 2 tertiary colleges)
4	College of Agriculture etc.	7	
5	Colleges/Schools of Art	3	
6	Other Monotechnics	6	

By size:

1	up to 500 FTE	13
2	500-1500 FTE	21
3	Over 1500 FTE	23

B) Breakdown of respondents to the questionnaire

By region:	Nos.of respondents	%
1 London and Home Counties	212	21
2 Yorkshire and Humberside	217	21.5
3 West Midlands	59	6
4 East Midlands	139	14
5 North Western	41	4
6 Northern	47	5
7 East Anglian	76	7.5
8 South West	101	10
9 Southern	29	3
10 Welsh	81	8
	1002	100

By type of college		
1 Polytechnics	287	28.5
2 Colleges/Institutes of HE	117	11.5
3 FE/Technical Colleges	516	51
4 Colleges of Agriculture	26	3
5 Colleges/Schools of Art	8	1
6 Other Monotechnics	48	5
	1002	100

By size of college		
1 up to 500 FTE	48	5
2 500-1500 FTE	238	24
3 over 1500 FTE	716	71
	1002	100

By Burnham Grade

		Nos. of respondents	%
1	Principal/Director	21*	2
2	Vice-Principal/Deputy V.P.	13	1
3	Head of Department V-VI	15	1.5
4	Head of Department I-IV	24	2.5
5	Principal Lecturer	111	11
6	Senior Lecturer	322	32
7	Lecturer II	229	23
8	Lecturer I	247	25
9	Part-time teachers	20	2
		1002	100

* This total includes 17 responses from Principals/directors not in the sample.

By Faculty/Department/Section*

01	Technology (including Surveying, Building & Mining Technology)	97	10
02	Engineering (including Electrical Engineering)	172	17
03	Sciences & Mathematics	116	11.5
04	Health/Welfare Studies	21	2
05	Art & Design (including Drama & Music)	60	6
06	Architecture & Town Planning	22	2
07	Nautical Studies	12	1
08	Agriculture/Horticulture/Forestry	23	2
09	Social Studies/Social Sciences	40	4
10	Business Studies (including Law)	123	12
11	Management Studies	40	4
12	Languages	24	2.5
13	Arts (other than Languages)	17	2
14	Catering/Home Economics/Food Technology	43	4.5
15	Fashion Studies (including Hairdressing)	6	0.5

By Faculty/Department/Section* (cont'd.)

		No.of respondents	%
16	Liberal Studies/General Studies/Physical Education	51	5
17	Education (including Adult Education)	59	6
18	Others	76	8
		1002	100

'Others' listed under 18 included :-

Members of Principalship, Admin. Staff, Librarians, Computer Studies, Printing and Packaging, Travel and Tourism, Environmental Studies, Human Movement STudies, etc..

*Categories based on the Delaney Report

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LIST OF F.E.U. PUBLICATIONS

Title	Date Published
Experience, Reflection, Learning - Suggestions for Organisers of Schemes of Unified Vocational Preparation	April 1978
Annual Report 1977-78	June 1978
Postal Survey of FE Provision for the - Young Unemployed 1977	June 1978
Annual Report 1978-79	June 1979
A Basis for Choice - Report of a Study Group on Post-16 Pre-Employment Courses	June 1979
Supporting YOP - Suggestions for Colleges Involved in the Youth Opportunities Programme	June 1979
Active Learning: A Guide - to Current Practice in Experiential and Participatory Learning	December 1979
Active Learning: A Register - of Experiential and Participatory Learning. Part 1 and Part 2	December 1979
Developing Social and Life Skills - Strategies for Tutors	January 1980
Day Release - A Desk Study	January 1980
Loud and Clear? - Summary of a Study of Curriculum Dissemination in Further and Higher Education	January 1980